Brazil Student Teaching Abroad Participant/Spring 2011

10 Global Teaching Methods to use in the classroom as a Spanish teacher

1. Cook foods that are specific to Spanish speaking countries. I could either have each student find and make a recipe that is a typical food in a Spanish speaking country or we could all make a food that is common in a Latin American country (such as churros).
2. Listen to popular Spanish or Latin American music and translate the words in class together and talk about the meaning.
3. Teach the students parts of a dance(s) that are common to Latin American countries (such as the Flamenco). I could show them pictures or bring in costumes that are worn for the dances.
4. Have a guest speaker from a Spanish speaking country come talk to the class about what it is like in their country, the culture, food, differences between our culture and theirs, etc.
5. Each student could be a pen pal to a student in another country and write letters or emails back and forth. They could share what it is like in their countries and what their hobbies are, etc.
6. As a Spanish teacher, I teach all the grades in a school. So I could create a sort of partnership with a school in a Spanish speaking country and have each grade correspond with students of the same grade/age. For example 2nd grade would be paired up with a 2nd grade class (or same aged students) in another country. The classes could send videos to each other over the internet showing what it is like in their classroom and what they are learning for example.
7. Have students do case studies based on global issues, such as poverty or climate change.
8. Students could create a topographical map of a country that they have studied.
9. Each student could do a mini research project on a country. They would have to research aspects of the culture, the climate, geography, environment, food, people, etc. and then present it to the class.
10. Students can make a travel brochure for another country. They would have to make it look catchy so that people would want to travel there. They could include the major tourist attractions and other aspects of the culture and country that would attract visitors.

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| **Name**  XXX | | **Class**  5th Grade | **Date**  4/28/11 | **Title**  Making Brigadeiro | |
|  |  | | | | **Materials, etc.** |
| **NCSCS**  **Learning**  **Objectives** | **2.01** Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.  **2.03** Follow oral directions and written commands.  **2.06** Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.  **3.04** Give directions, commands, and instructions orally and in writing.  **4.07** Identify people and products and their importance to the target cultures. | | | |  |
| **Class Objectives** | -Learn firsthand a part of the culture of a Latin American country  -Demonstrate the knowledge of vocabulary common to cooking  -Use the imperative form of verbs and demonstrate an understanding of the imperative form of the verbs | | | |  |
| **Activities** | -Talk briefly about the history of brigadeiro and how it got its name  -List the ingredients we need: una cucharada de mantequilla (1 table spoon of butter), una late de leche condensada (one can of sweetened condensed milk), dos cucharadas de cacao en polvo (two tables spoons of cocoa powder), y virutas de chocolate (chocolate sprinkles)  -Make a list of all the ingredients and say the names in Spanish for everything we need (stove, bowl, spoon, etc.)  -I would have the recipe written down (in Spanish of course) and would have a student read each step out loud as we go.  -We would start with each ingredient and I would have the student’s measure out the tablespoons and put the first three ingredients in a bowl.  -They would learn the imperative tense of verbs such as (put, mix, add, cook, let it cool, and roll).  -I would try and do the whole thing by only speaking Spanish. If it seems like they don’t understand what some of the directions are or what the verbs mean, then I would demonstrate by acting out the motion.  -This would work better with a smaller class, but I would make sure to include everyone in some way, either by reading a step of the instructions or by having them stir or mix, etc. They would also get to roll their own brigadeiro and put sprinkles on.  -By showing me what they should do next, it is a good way for me to see if they understand the vocabulary and the verbs.  \*I would obviously make sure and teach them or go over the verbs and vocabulary before this class.  \*Here is the recipe in English:  1. Put the first three ingredients in a pan and mix them all together.  2. Cook the mixture for 12 minutes, stirring it constantly.  3. Put the mixture on a greased plate and let it cool completely.  4. Roll one teaspoon of the mixture into a ball with greased hands.  5. Put the chocolate sprinkles in a bowl and roll the chocolate ball in the sprinkles. | | | | Butter, a can of sweetened condense milk, cocoa powder, chocolate sprinkles, two bowls, a spoon, a bunsen burner (or some sort of portable stove/burner), pan, and plate |
| **Assessment** | Participation  Observation (if the students can demonstrate that they understand the instructions) | | | |  |
| **Notes**  I would do this lesson during a cultural week in which we would learn about Hispanic countries and their cultures. So they would already have an understanding of where Brazil and other South American countries are on the map and an overview of different aspects of their culture. | | | | | |

Strategic Plan for Sharing My Experiences in Brazil With Others

In order to share my experiences and what we have done in Brazil, I have created a website. This website has a few blog entries, a section about Curitiba culture, the schools we have visited, reasons that make Curitiba a unique city, other places I have traveled to within the country, photos, and videos. I plan on sharing the link to my website with the other NC Teach student teachers who expressed interest about the program and were not able to come. I am also planning on giving the link to my cooperating teacher, so she can see what my experience has been like and anyone else who shows interest. I will of course share it with my friends and family as well.

Here is the link to my “Brazil Experiences” website: [**http://brazilexperiences.weebly.com**](http://brazilexperiences.weebly.com/)